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ABSTRACT

This bibliography is divided into eight subsections. The first section lists articles on community schools and schools without walls. The second encompasses the effects of alternative education. Student attitudes, academic achievement, and parental reaction are some of the variables assessed in the articles in this section. The third section is on evaluation of alternative schooling and presents both formal and informal assessment models. A brief mention of the peculiar requirements of alternative schooling in regard to facilities is made in the fourth section. Free schools, sometimes termed storefront schools or street academies, are the subject of the fifth section. The sixth section examines the need for alternative education and the specific goals that it can achieve. Section seven deals with open education. The final section is an introduction to some facets of program development in alternative education. Once the decision is made to opt for alternative education and the goals are set, these articles can provide guideposts in program construction. (Author/IRT)

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ALTERNATIVE EDUCATION
An Annotated Bibliography

Compiled for Dodge City Kansas Public School System

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1978

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Alternative education was an integral part of early American education. There were church-operated schools, dame schools, private tutors, the apprenticeship system, self-instruction texts and various other types of schooling. Through the years this smorgasbord has contracted into the blue plate special, conventional public education. This is a wholesome, worthwhile offering that nourishes many students, but delicate appetites need tempting and special illnesses need special diets. And everyone likes to have a choice, even if the majority do settle for the satisfying hamburger and french fries. Thus a renewed interest in alternative education.

This short essay and annotated bibliography will survey alternatives that can be incorporated within the public school system. The major criterion to remember when dealing with alternative education is that alternative is a misnomer unless there is a choice involved. And the choice must be left in part at least, to the clientele, the students and their parents.

The present system of public education provides a minimal amount of choice for the bulk of the students who attend. While it is possible for a family to select a specific school by choosing a residence within that school's geographic boundaries, few families can afford this means of choice. There are, however, some administrative constructs that will provide alternatives within the public school system without disrupting the system.

Differentiated Programs

Comprehensive high schools can provide various programs

to meet the needs of the students. Typically three broad types of programs are offered, an academic or college- preparatory program, a vocational-technical program and a general program. A caveat here is that the student must exercise choice in placement within one of these programs. Automatic placement strictly on the basis of grade point average, test scores and/or teacher recommendation has been judged illegal in the courts. These criteria can be used in counseling a student, helping him/her to choose a program. But such concepts as culturally-biased standardized tests, sex-biased career counseling and equal educational opportunity must be kept clearly in mind by the counselor(s).

Open Enrollment

Students and their parents can be allowed to select any school within the system as long as space is available. This arrangement provides alternatives if schools within the district have different offerings. Transportation of students can be a confounding factor for a district attempting this approach to alternative education. If open enrollment is utilized, concomitant decentralized curriculum development under broad district and state guidelines can enhance the alternative aspects of such a system.

Selection of Teachers

Students and their parents can be permitted to select teachers within the school. While this is more common in elementary schools, selection of courses in secondary schools also gives an opportunity for some choice in teachers. Team teaching programs can build in a teacher selection alternative, providing another

vehicle for this method.

Elective Programs

Secondary schools can offer elective or phase-elective programs, especially in academic areas. Students can choose from a variety of minicourses that are six, nine or eighteen weeks long. Elementary schools can offer minicourses as well, perhaps supplemental to the core curriculum.

Minischools or Miniprograms

An alternative to English, social studies and drama classes might be a humanities course that integrates all three subjects and meets all morning. This is one example of providing alternatives through minischools. At the elementary level open classrooms, Montessori classrooms and conventional classrooms can be provided within one building, as an example of minischools at this level. Parents select the one they believe is best for their child, but a child who does poorly in one program can be transferred to another program within the school.

Independent Study

An opportunity to explore topics in depth can be provided for both elementary and secondary students. Options range from independent study within one classroom to an interdisciplinary approach with several cooperating teachers. Independent study may enrich or replace parts of the core curriculum. Learning contracts is one tool that has proven useful with independent study.

Action Learning

A step beyond the typical work-study program for a few

students or the occasional class field trip is the action or experiential learning program. Action learning experiences are intended for all students and include internships within the community, social service programs, tutoring programs, student-conducted business enterprises, ecology and environmental programs, youth counseling centers, communications and arts programs and other experiences that involve students in learning outside the school, usually for school credit. Problems to be anticipated in this type of program are scheduling, transportation and evaluation difficulties. Community rapport and support are prerequisite.

Alternative Public Schools

There is no definitive prescription for or description of an alternative public school. What is an alternative school in one community may well be standard in another community. What does remain constant is the element of choice. Innovative schools and programs can exist but they are not alternatives unless the clientele they serve have chosen that school or program in preference to another.

Bibliography

The bibliography below is divided into eight subsections. The first section lists articles on community schools and schools without walls. Included here are community centers and how to utilize resource people from the community. Another descriptor sometimes applied to this type of schooling is nontraditional studies.

The second section encompasses the effects of alternative education. Student attitude, academic achievement and parental

reaction are some of the variables assessed in the articles in this section.

The section on evaluation of alternative schooling presents formal and informal assessment models.

A brief mention of the peculiar requirements of alternative schooling in regard to facilities is made in the fourth section.

Free schools, sometimes termed storefront schools or street academies, are the subject of the fifth section.

What is the need for alternative education? And if alternative education is needed, what specific goals can be achieved? These questions are probed in the articles listed in the sixth section.

Open education, or open classrooms, is a familiar term to many contemporary educators. This phenomenon is addressed in section seven.

The final section is an introduction to some facets of program development in alternative education. Once the decision is made to opt for alternative education and the goals are set, these articles can provide guideposts in program construction.

Alternative education is a varigated theme that cannot be totally explored in one presentation. Hopefully, this bibliography will provide a broad overview of a diversified topic.

COMMUNITY SCHOOLS AND SCHOOLS WITHOUT WALLS

Alternative Learning Project Staff Handbook 1975-1976. Providence, R. I. Public Schools, 1975.

The purpose of this handbook is to orient staff to the many facets of the Alternative Learning Project, a community based public high school that provides an opportunity for its students to forge a new relationship between their education and the city in which they live.

Arizona State University. Design for Lifetime Learning in a Dynamic Social Structure. Education 1980 A. D. A Study of Education Potential in the Litchfield Park Area of Arizona. Tempe: Bureau of Educational Research and Services, 1968.

The community of Litchfield Park serves as a learning lab for this community school. Programs encompass the chronological spectrum from early childhood to adult education. The study species goals and means to achieve these goals. Included are site and facility requirements and operating and capital costs for the program.

Boulding, Elise. New Approaches to Learning: Alternative Education and Open Schools. Washington, D.C.: Commission on Science Education, American Association for the Advancement of Science, 1971.

Characteristics of open systems of learning are described and problems analyzed. Two requirements for changing the public schools into open systems are turning the school into a headquarters and the entire community into a complex a learning sites and reorganizing learning across disciplinary lines.

Bremer, John and Michael Von Moschzisker. The School Without Walls: Philadelphia's Parkway Program. New York: Holt, Rinehart and Winston, Inc., 1971.

This case study of the Parkway program incldes a desrciption of the administrative organization, financial aspects and community liasion. Accounts of the Parkway experience are given by students, interns, faculty members, parents and others.

Christensen, Paul and others. "Evaluation and Research on Experience-Based Career Education at Far West School." Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., April, 1975.

The Far West School is an experienced-based, career oriented, alternative school which uses the entire community as a learning resource to enable students to acquire skills necessary to adopt and

find satisfaction in adult roles. Far West School students were found to show more positive growth in self-knowledge, interpersonal skills and career information when compared with students in a more conventional setting.

Erickson, Donald A. and Henrietta Schwartz. "Community School at Rough Rock". Washington, D.C.: Office of Economic Opportunity, 1969.

The Rough Rock Demonstration School on the Navajo reservation is described and discussed with an eye to the stated objectives of the school. In particular, the experiment was seen as successful as a first step in involving adult Navajoes in the exercising of authority in controlling their own school.

Gordon, Sol and Doris Kassin. The Morgan School, Washington, D.C. New York: Program Reference Service, Center for Urban Education, 1971.

The Thomas P. Morgan Elementary school is described and compared to other elementary schools in Washington. Morgan is the first community-run school in the city.

Hechinger, Fred M. "School without Schools." Saturday Review, 4, (April 30, 1977), 12, 14-16.

This is a description of what happened in Columbus, Ohio when the lack of gas supplies forced the temporary closing of schools. There were weekly class se sions, assignments published daily in the newspapers, daily radio and television presentations and other alternatives.

Karant, Vicki I. "Socrates Denied: A Defeat for Community Resource People in the Public Schools." Phi Delta Kappan, 58, 8, (April, 1977), 639-641.

Member of the educational community opposed the use of noncertified resource people drawn from the community at large. The results of this opposition are set forth.

Moore, Donald R. and others. The Metro School. A Report on the Progress of Chicago's Experimental "School Without Walls." Chicago: Urban Research Corp., 1971.

Student control fo the directions of learning and use of the city's resources as a learning lab form the basis for the Metro School program. A catalog of the school and the rationale behind the establishment of the school comprise part of this report.

Wilkinson, Doreen H. Community Schools: Education for Change.

Boston: National Association of Independent Schools, 1973.

The principle underlying community schools is the conviction that parental involvement in their children's education is essential. A school evolving from this principle was established in a black ghetto and is described.

EFFECTS OF ALTERNATIVE SCHOOLING

Carlson, Robert A. "Evaluating an Open School." The National Elementary Principal, 52, 5, (1973), 96-98.

A two-year evaluation of an alternative high school in which the attitudes of students, parents and teachers were examined in relation to the goals of the program. Data collection techniques included interviews, observation scales, attitude surveys and standadized tests. Significant growth in SRA achievement scores were observed in each grade in the areas of social studies, reading and science.

Center for New Schools. A Multi-Method Study for the Development and Effects of an Alternative High School Learning Environment. Chicago: Author, 1975. Volumes 1-4.

This four-volume report presents the results of a study concerning organizational processes in the Chicago Public High School for Metropolitan Studies-Metro- and its effects on students during the first eighteen months of operation. Student progress comparisons were made between a group attending Metro and a control group in a conventional setting. Research methods included interviews, standardized tests, questionnaires and case studies.

Cockerham, William C. and Audie L. Blevins, Jr. "Open School vs. Traditional School: Self-Identification among Native American and White Adolescents." Sociology of Education, 49, 2, (1976), 164-169.

This study used the Twenty Statements Test to investigate the levels of self-identification among open school Native American students and both conventional school Native American students and white students. Results indicate that open school Native American students had more positive self-identification than either Native American or white conventional students.

Crabill, C. Michael and Karen R. Kans. "Student Affect in an Alternative Schools Project: A Longitudinal Approach." Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April, 1976.

A study of student affect in four alternative schools at the elementary level sponsored by the Southeast Alternatives project.

The survey instrument consisted of student's assessment of self-concept, relationship with teachers and peers and school climate. The major conclusion is that freedom of choice among each of the programs has contributed to the overall positive attitudes of students.

Gaite, A. J. H. and Richard J. Rankin. "Patterns of Achievement, Attitude, and Behavior in a Tax-Supported Alternative School." Journal of Experimental Education, 43, 3, (1975), 35-39.

The purpose of this study was to investigate achievement, attitude and behavioral characteristics of students who choose either an alternative school or a conventional one. Data collection techniques included interviewing, observations and student files. A descriptive profile of the typical alternative student is presented. Alternative school students were found significantly lower in achievement and academic ability.

Groobman, David E. and others. "Attitudes, Self-Esteem and Learning in Formal and Informal Schools." Journal of Educational Psychology, 68, 1, (1976), 32-35.

Students from formal and informal schools were compared on various aspects. Results showed no difference on measures of academic performance, academic expectations or self-esteem. The students from informal schools were significatnly more positive on attitudes toward school and teachers and learning transfer to nonschool subjects.

Marcus, Marie. "The Effects of Nongrading, Team teaching and Individualizing Instruction on the Achievement Scores of Disadvantaged Children." Paper presented to the regional meeting of the International Reading Association, Atlanta, 1971.

The "Supermarket Idea of Learning", a nongraded, learning centers approach to education was utilized in a Chattanooga, Tennessee school. This longitudinal study used the California Achievement Test as the criterion measure. Scores of fifth grade students in the program initially and fifth grade students in the program three years later show improved scores in all areas examined.

Parker, David L. "Walden III: An Alternative School Survives Evaluation Quite Nicely, Thank You." Phi Delta Kappan, 56, 9, (1975), 624-628.

Presents results of conventional evaluation methods applied to an alternative high school. After one year in this environment, students' attitudes toward the community improved and they were more willing to take responsibility for their own successes and failures.

Traub, R., J. Weiss and C. Fisher. "Studying Openness in Education: An Ontario Example." Journal of Research and Development in Education, 8, 1, (1974), 47-59.

A study of student affect in schools of open and traditional design. Results indicated a positive relationship between the openness of school programs and student independence and attitudes toward school at the elementary level.

Wright, Robert J. "The Affective and Cognitive Consequences of an Open Education Elementary School." American Educational Research Journal, 12,4, (1975), 449-464.

In this ex post facto study, fifth grade students from two school environments (one open and one conventional) were compared on a variety of cognitive and affective measures. Students in the open environment were found deficient in academic skills. The results indicate that the open school does not have profound influence on either the cognitive or affective development of children.

EVALUTAION OF ALTERNATIVE EDUCATION

Alrich, Ruth Anne. "Innovative Evaluation of Education." Theory Into Practice, 13, 1, (1974), 1-4.

Alrich suggest school evaluation focus on the learning environment rather than the achievement of the students. Several dimensions of the school environment are identified which could be effectively assessed by observation and interview.

Center for New Schools. "The CNS School Evaluation Model." Chicago: Author, 1973.

The CNS model is an eclectic, multi-method approach to assessing alternative schools. The accent is on formative evaluation through enthropological techniques.

Center for Urban Education. "Satellite Academies Program: Evaluation Plan." New York: Author, 1972.

Describes an evaluation plan of a program designed for high school underachievers. A comprehensive model which includes cost benefit analysis and assessment of school-community relations.

Hines, K. "Suggested Evaluation Approaches." Paper presented at the annual meeting of the American Educational Research Association, Chicago, April, 1974.

Hines suggests the following conventional models could be used, with or without alteration, to evaluate alternative schools:

(1) Competency-Based Evaluation Model (Young, 1972); (2) Self-Evaluation Model (Tadlock Associates, 1972); (3) Systems Analytic (Wallace and Shabelson, 1970); and (4) The Fortune/Hutchinson Methodology of Educational Evaluation (Fortune, Hutchinson and others, 1973). A brief description of each model is presented.

Hoaglund, Mary and others. "The Ecology of Learning: A Comparison of Alternative Elementary School Learning Environments." Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 1976.

Summary of progress made during the first year of a three-year Title IV-C project to develop instruments to measure differences among four alternative learning environments. Instruments were developed to assess such classroom characteristics as interpersonal interactions, organizational patterns, student attitudes and achievement patterns.

Johnson, Lary. "Parents' Preferences for Educational Alternatives." Elementary School Journal, 76, 3, (1975), 161-169.

Presents the results of a survey conducted with parents in the Minneapolis public school system.

Joyce, John F. "Humanistic Education Through an Analysis of Evaluation Practices." Journal of Education, 157, 3, (1975), 39-51.

Joyce analyzes common evaluation practices used in public school with reference to what is evaluated (content), how people are evaluated (process), and why they are evaluated (purposes). Ten dehumanzing effects of evaluation are discussed and more humanistic practices are offered.

Kocher, A. Thel. "Issues in the Formative Evaluation of Alternative Schools." Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., 1975.

An examination of the evaluation problems noted by the Phi Delta Kappa National Study Committee on Evaluation. Kocher discusses a decision-making model conceptualized by one alternative school's evaluation team and how the evaluator's role relates to providing decision makers with necessary information.

Lange, Robert R. "A Search for Utility in New Evaluation Thought." Theory Into Practice. 13, 1, (1974), 22-30.

Presents an overview of the evaluation models of Guba, Provus, Scriven, Stake and Stufflebeam. These models may be useful for conceptualizing evaluation strategies for alternative programs.

Nathan, Joe. "Graduation Requirements and Alternative Schools." Educentric, 37, (Feb./Mar., 1976), 15-18.

Three approaches to graduation requirements in alternative schools have been used, no requirements, traditional class/credit systems with broad options and competency-based criterion. The latter approach is discussed.

Skager, Rodney. "Evaluating Educational Alternatives." In John I. Goodlad and others, The Conventional and The Alternatives in Education, Berkeley: McCutchan, 1975.

Proposes that educational alternatives can be evaluated through comprehensive educational models which make values explicit and guide the evaluation process to relevant information.

FACILITIES

Gump, Paul V. "Operating Environments in Schools of Open and Traditional Design." School Review, 82, 4, (1974), 575-593.

Presents a set of concepts and techniques for measuring educational environments. Comparison of the activity-with-facility patterns are made between schools of open and conventional architecture.

Ministry of Education. Village Schools. London, England, 1961.

Design and rennovation of village schools in England are considered. The schools must provide accommodations for the social and cultural life of the village as well as the education of the children. Floor plans and photographs of different projects included.

Molloy, Laurence and others. Places and Things for Experimental Schools. New York: Educational Facilities Laboratories, Inc., 1972.

There is much information available currently on the planning and use of educational facilities but it is dispersed widely among many resources. This document provides names and addresses of these sources and intends to give access to the latest developments in educational facilities and their relationship to educational experimentation.

FREE SCHOOLS

Bhaermen, Steve and Joel Denker. No Particular Place to Go: The

Making of a Free High School. New York: Simon and Schuster, Inc., 1972.

Two radical teachers set up a free school for disaffected, rebellious, bored middle-class high school students. Some of their ideas work and some don't. Each teacher tells the story from his perspective.

Diamond, Stanley C. "The Open School: A Different Perspective." Contemporary Education, 46, 4, (1975), 278-281.

This article looks at three key aspects of school management that are essential before a school can establish humanistic aims.

New Direction Community School, Inc. New School Manual. Fourth Edition. Richmond, California: Author, 1971.

This manual is based on experience and is designed to provide technical assistance in starting a free school.

Riordan, Robert C. Alternative Schools in Action. Phi Delta Kappa Fastback, 11, 1972.

Two operating alternative schools are examined specifically and alternative schools in general are discussed. The criterion measure is the goals of the alternative schools themselves. Conclusions reached include (1) Alternative schools must see themselves as transitional, (2) Alternative schools must see themselves as a part of a larger network of various types of educational institutions, and (3) Alternative schools must remember that they need to teach students to control themselves, not seek to control the students.

Shuter, Robert. "The Free School, Utopia Lost?" Journal of Thought, 12, 1, (1977), 58-67.

Studies conducted in free schools form the basis of this article on the influence of the alternative climate on interpersonal communication. Alternative schools are viewed as facing extreme difficulties in a technocratic society.

Savage, David G. "Street Academies." Information, Washington, D.C.: National Institute of Education, 2, (1976), 4-5.

The high school students in these schools are dropouts attempting to earn diplomas. They were not sent to the schools by the public schools but were referred by social agencies. The primary criteria for admittance was a personal desire on the part of the students to be admitted. Curriculum emphasis was on basic skills and career information. Credit for on-the-job experience was given.

GOALS AND NEED FOR ALTERNATIVE EDUCATION

Berger, Michael. Violence in the Schools: Causes and Remedies. Phi Delta Kappa Fastback, 46, 1974.

Violence in schools, particulary urban schools, is a reality. But it must be recognized that the system already eliminates the hard core criminal types and the students in school do not generally fall in this category. While some individual students may be disruptive because of emotional disturbances, this condition is hard to diagnose in the school system. And most assuredly it would be impossible to screen entire school populations for this condition. Also, a certain amount of disruption is inherent in any social institution. Thus weeding out disruptive students would not guarantee trouble-free schools over extended periods of time. Reform of urban schools along specific guidelines is posited as the most reasonable solution to violence in the schools. These guidelines are given.

Goodlad, John I. "Alternative Schooling: Language and Meaning." Today's Education, 66, 1, (1977), 84-86.

Goodlad asserts that the means of alternative schooling has been the primary thrust of the movement, rather than the goals to be achieved. He postulates that different means to the same end does not constitute true alternative education.

Eisner, Elliot W. "Emerging Models for Educational Evaluation." School Review, 80, 3, (1972), 573-589.

Discusses the functions of educational objectives and purposes of a set of methods for evaluating the character and effects of the school program.

Fenstermacher, Gary D. "Satisfaction: An Alternative Criterion for School Success." in John I. Goodlad and others, The Conventional and the Alternative in Education, Berkeley: McCutchan, 1975.

The criterion case for satisfaction requires that the attainment of satisfaction by participants be a criterion for determining whether any goal or objective of a school program has been achieved. Schools can pursue objectives other than satisfaction, but participants must experience satisfaction as they strive for and achieve their educational goals.

Kerstiens, Gene. The New Learners: Focus for the Future. Paper presented at annual meeting of Western College Reading Association, Anaheim, California, 1975.

There are increasing numbers of nontraditional students with

atypical learning problems, life styles and ambitions appearing in academic environments. Studies consistenetly confirm the success of treating the nontraditional student and thereby bringing about desired behavioral changes in individuals who were once thought to be unreasonably difficult, uneducable, incompetent and even hopeless.

Nelsen, Jerald. Open Minded, Thought Filled Education. Ellensburg, Washington: Washington State College, 1972.

A model attempting to adapt the ideas of the British Infant School to the culture of American Education is presented. The model presents open education as potentially most useful to Indian and migrant education and incorporates already existing concepts such as training in linguistics and thought.

Paskal, Dolores and William C. Miller. "Managing Controversy about Optional and Alternative Programs." Educational Leadership, 33, 1, (1975), 14-16.

This article describes how optional programs need to be designed so that they meet the two main criteria for optional programs, that of being truly optional and being successful.

Shields, James J., Jr. The Crisis in Education Is Outside the Classroom. Phi Delta Kappa Fastback, 25, 1973.

"The time has long passed when we can remain smug about educational problems. While the media focus attention on reading levels, drug abuse school security and the budget crisis, more fundamental issues that cry out for attention are virtually ignored.

The time has come when we must dig below the surface issues and expose for public debate the role played by American schools in freezing children into widely unequal social classes and in promoting corporate management values as civic virtue. Our schools rob children of compassion, teach them domination as an ethic, addict them to consumerism and dim their vision until they define the world in terms of corporate imperatives. We are at a point in the history of American education where WHAT IS GOOD FOR GENERAL MOTORS IS GOOD FOR AMERICA could appropriately be etched in the front of school buildings where FOR GOD AND COUNTRY used to be."

Wheeler, Roberta. "A Little Magic." Clearing House, 50, 8, (1977), 345-348.

Blame for disruptive behavior and concomitant academic failure is often placed on the student. Blame and labels such as "deprived" or "disruptive" are nonproductive. Providing alternative education is a possible solution.

OPEN EDUCATION

Barth, Roland S. "So You Want to Change To An Open Classroom." Phi Delta Kappan, 53, 2, (1971), 97-99.

Contains the 29-item "Barth Scale" which consists of assumptions that underlie the practices of open education. The instrument could provide useful information to school personnel for examining beliefs regarding learning, knowledge and evaluation during the formative stages of implementing open education environments.

Bussis, Anne M. and Edward A. Chittenden. Analysis of an Approach to Open Education. Princeton: Educational Testing Service, 1970.

The ETS approach to evaluation focuses on quality standards regarding the process, content and context of the child's learning experiences. The researchers suggest that assessment methods should examine both student and teacher behavior as well as aspects of the physical environment.

Hogben, Donald. "Open Education: Characteristics, Definition Difficulties, Evaluation Issues and Problems." Australian Journal of Education, 18, 3, (1974), 225-238.

Clarifies the issues in the evaluation of educational alternatives by drawing upon recent research literature.

Perrone, Vito. Open Education: Promise and Problems. Phi Delta Kappa Fastback, 3, 1972.

The open classroom is a place of activity with different learning areas. Open education promises better use of human resources and support for the movement towards smaller schools at all levels, especially the elementary level. Open education needs time for true developement, structure, a support system and continuity throughout all levels of education.

Rathbone, Charles H. "Examining the Open Education Classroom," School Review, 80,4, (1972), 521-550.

A descriptive analysis of four organizational aspects of the open classroom environment: (1) the organization of space, (2) the organization of time, (3) the organization of instruction, and (4) ways in which students are grouped together. The author addresses himself more critically to the issues of defining open education, appropriateness of types of students profiting from this kind of environment and ways of evaluating student's learning.

Rentfrow, Robert K. and others. "Development of Situational Task Methodology for the Evaluation of Process Outcomes in the

Open Classroom." Paper presented to the annual meeting of the American Educational Research Association, New Orleans, 1973.

The purpose of this research was to develop an evaluation technique to assess how effectively children develop as independent learners within classrooms implementing the Tucson Early Education Model. Results of the assessment are presented.

Stodolsky, Susan S. "Identifying and Evaluating Open Education." Phi Delta Kappan, 57, 2, (1975), 113-117.

A review of evaluation methodologies and studies in open education. Classic as well as alternative strategies of evaluation are analyzed. Stodolsky recommends that evaluation in open education focus on (1) long-term studies of students and environments, (2) empirical descriptions of educational environments, (3) collection of work samples and behavior observations of students, and (4) comparative studies of processes in educational environments.

PROGRAM DEVELOPMENT

Burns, Margaret. "An Alternative Program of Study for Disruptive Students." Social Science Record, 23, 2, (1976).

A nongraded junior high humanities course with special emphasis on reading is described. The goals of the program are specified.

Coppedge, Floyd L. and Gerald R. Smith. "Evaluation Practices and Preferences in Alternative Schools." Teacher Education Forum Series, 2, 20, School of Education, Indiana University, 1974.

Institutions dealing with alternative education were surveyed. The prime purpose of evaluation, according to respondents, is providing information to the school staff on needed program changes. The respondents would like to see more research assessing student growth while in alternative schools and success after graduation which could be attributed to school success.

The Durham Education Improvement Program, 1966-1967. Durham Education Improvement Program, Durham, N.C., 1967.

This report describes the Durham Educational Improvement Program (EIP) for disadvantaged children, which was developed through the cooperative effort of a university, two Southern school districts, a Black college and a community action program. This program extends from infancy through adolescence.

Fox, Robert S. and Ronald Lippett. The Human Relations School. Ann Arbor: Center for Research on Utilization of Scientific Knowledge, University of Michigan, 1968.

The model for a human relations school sketched herein is an attempt to answer questions about whether a school can be a living learning laboratory and how such a school would be organized.

Gale, Fred L. Determining the Requirements for the Design of Learner-Based Instruction. Columbus, Ohio: Charles E. Merril

This book looks at the educational process as an instructional system with a set of three subsystems. The design subsystem is central and is learner based. The other subsystems are criterion and management. The conceptual scheme is illustrated at the secondary level with specific implementation examples.

Jacob, James. "A Model for Program Development and Evaluation." Theory Into Practice, 13, 1, (1974), 15-21.

Presents a four-phase model for achieving diversity in education primarily through educational planning and evaluation at the local school level.

Manual for Developing a School-Within-a-School Alternative Program. Washington, D.C.: Bureau of Elementary and Secondary Education, HEW/OE, 1974.

This guide is based on the experiences and procedures generated is the FOCUS project at a Portland, Oregon high school. The document includes an overview which addresses the basic FOCUS philosophy, overall goals and objectives, staffing, and student audience. Also included are a section on instruction, a support component and a unit on special procedures.

Sparks, Dennis. "Involvement: Counseling in an Alternative High School." School Counselor, 24, 4, (1977), 253-260.

The author discusses the blending of optional alternative education and deliberate psychological education from a counseling perspective. The basis of the discussion is ALPHA, Alternative Learning Program for High School Age, a public alternative high school in Livonia, Michigan.

Tewksbury, John L. "Alternative Programs in Public Elementary Schools." Theory Into Practice, 15 (1976), 134-141.

Tewksbury justifies alternative programing in public elementary schools. He points out the democratic element of

parental choice, the freedom for teachers to be innovative, and the recogntion that there is no one best program.